



# Grades 3 & 4

## Text-Dependent Analysis Sampler



# **Wisconsin Forward Exam Text-dependent Analysis Sampler Grades 3 & 4**

**Developed by  
The Wisconsin Department of Public Instruction  
Office of Student Assessment**

**Adapted From  
The Pennsylvania Department of Education's  
*Pennsylvania System of School Assessment*  
*English Language Arts Item and Scoring Sampler for 4th Grade***



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# Acknowledgments

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# Table of Contents

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|   |     |
|---|-----|
| Acknowledgments .....   | i   |
| Table of Contents .....   | iii |
| INTRODUCTION .....  | 1   |
| Overview .....  | 1   |
| Connection to the Standards .....                                 | 1   |
| Rubric and Scoring .....  | 2   |
| Purpose and Uses .....  | 3   |
| Professional Development .....                                    | 3   |
| Improving Instruction .....                                       | 3   |
| Student Practice and Test Preparation .....                       | 3   |
| Testing Time for the Forward Exam .....                           | 4   |
| Sample Items .....  | 5   |
| Directions .....  | 5   |
| Passage 1 .....   | 6   |
| Trekking the Trail .....  | 6   |
| Writer’s Checklist for the Text-Dependent Analysis Question ..... | 8   |
| Text-Dependent Analysis Question 1 .....                          | 9   |
| Text-Dependent Analysis Scoring Rubric .....                      | 10  |
| Text-Dependent Analysis Sample Student Responses .....            | 12  |
| Response Score 4 .....  | 12  |
| Response Score 4 .....  | 14  |
| Response Score: 3 .....   | 16  |
| Response Score: 3 .....   | 18  |
| Response Score: 2 .....   | 20  |
| Response Score: 2 .....   | 22  |
| Response Score: 1 .....   | 24  |
| Response Score: 1 .....   | 26  |
| Passage (set) 2 .....   | 28  |
| The Greedy Dog .....  | 28  |

|   |    |
|---|----|
| The Man and the Golden Fish.....                                  | 31 |
| Writer’s Checklist for the Text-Dependent Analysis Question ..... | 32 |
| Text-Dependent Analysis Question 2 .....                          | 33 |
| Text-Dependent Analysis Question Scoring Rubric .....             | 34 |
| Text-Dependent Analysis Sample Student Responses .....            | 36 |
| Response Score: 4 .....   | 36 |
| Response Score: 4 .....   | 39 |
| Response Score: 4 .....   | 41 |
| Response Score: 3 .....   | 44 |
| Response Score: 3 .....   | 46 |
| Response Score: 3 .....   | 48 |
| Response Score: 2 .....   | 50 |
| Response Score: 2 .....   | 52 |
| Response Score: 1 .....   | 54 |
| Response Score: 1 .....   | 56 |

# INTRODUCTION

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## Overview

The English language arts (ELA) section of the Forward Exam includes a Text-dependent Analysis (TDA) question. A TDA requires students to use their best writing skills to compose an essay. Within the essay, the student must respond to a question and support their answer (claims, opinions, ideas) using evidence from the passage(s) read. The TDA allows students to demonstrate their ability to interpret the meaning behind the passage by writing an analysis and providing supporting evidence.

In order to successfully answer a TDA, students must

- Demonstrate a deep understanding of the passage(s).
- Thoroughly analyze passage(s) to support claims, opinions, and ideas.
- Use a strong organizational structure with effective introduction, body, and conclusion paragraphs.
- Reference the passage(s) using main ideas, details, examples, quotes, and/or facts as evidence.
- Use precise language from the passage(s)
- Use proper grammar and punctuation.

Students will have up to 5,000 characters to formulate their response.

The TDA portion of the Forward Exam requires students to read the text and then respond in writing in one of several ways:

- identifying and explaining a theme or central idea, using textual evidence to support the claim about what that theme or central idea is, and
- analyzing the development of an event, character, central ideas, or theme, using textual evidence to support the explanation and analysis.

This document contains samples of TDA test questions, stimulus passages, and student responses. It is intended to be used as a guide for educators and students when preparing for the Forward Exam.

## Connection to the Standards

Wisconsin's Academic Standards for English Language Arts (ELA) are divided into the four areas of reading, writing, speaking and listening, and language use.

The ELA writing standards include a cluster of three standards called "Text Types and Purposes" which are:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured sequences.

The writing standards also include a cluster called “Research to Build and Present Knowledge.” Standard 9 in this cluster is:

- Draw evidence from literary or information texts to support analysis, reflection, and research.

The ELA reading standards include a cluster of three standards called “Key Ideas and Details” which are:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.

Questions or prompts require students to prove their knowledge and abilities as stated in the above referenced reading and writing standards. Further, these prompts show that literacy is an integrated process where reading and writing (and speaking and listening and language use) are not separate skills, but work together. However, it is important to recognize that Forward Exam results on the TDA portion are reported as an assessment of purely the writing standards noted above.

## Rubric and Scoring

The TDA is scored using a [four point holistic rubric](#) that measures writing skills and the student’s ability to analyze and use information from the passage in order to develop a comprehensive essay. The rubric is provided with each sample TDA in this document. Students may receive an initial score of 0-4. This score is then multiplied by 2 giving the student a final TDA score of 0, 2, 4, 6, or 8.

Automated essay scoring or artificial intelligence (AI) scoring is used to score student responses to the TDA. AI scoring of essays is reliable when compared to traditional human scoring. Successful models rely heavily on accurately scored student responses from which the AI training sets are derived. To develop the AI training sets, student responses are scored twice, independently, by DRC’s professional hand scoring staff. Once a representative sample is scored, responses and corresponding scores are delivered to the AI team for model development. Using previously scored student responses, specialists create task specific algorithms that are used to accurately predict how humans would score these student responses. To validate AI scoring accuracy, DRC conducts a 20 percent human read behind of randomly selected student responses. This double check of scoring provides an additional quality check of the AI scoring engine.

There may be some instances where AI is unable to score a student response. . These types of responses are routed to DRC’s hand scoring team for evaluation. DRC will either complete human hand scoring for these responses or confirm that the responses are not-scoreable. The following is a list of reasons the TDA would not be scoreable and would receive a score of zero:

- Blank
- Copied text (text from passage or question)
- Non-scoreable
  - Responses written entirely in a language other than English



- Online or typed responses that are incoherent due to consisting of incomprehensible strings of words that are not clearly a Refusal or Off Topic (e.g., *best day school teacher inspired so I car*)
- Responses too insufficient to be assessed by the criteria on the rubric
- Responses that address some part of the question, but do not contain any logical/accurate/relevant reference to the passage(s) or any ideas contained in the passage(s)
- Responses that consist solely, or almost solely, of text copied directly from the passage(s)
- Refusal
- Off topic

## Purpose and Uses

The TDA samples in this booklet will **not** be used on the Forward Exam and may, therefore, be used for professional development, improving instruction, and student practice. The sample questions in this document illustrate the layout of the TDA that students will encounter on the Forward Exam. This document also includes student responses at each score level as well as the comments that accompany each response.

## Professional Development

Sample questions are useful as educators engage in conversations about what students are expected to know and be able to do to demonstrate proficiency on the Forward Exam relative to the Wisconsin Academic Standards for ELA. Sample items can inform discussions about state and local standards, curriculum, instruction, and assessment.

## Improving Instruction

Teachers may use the TDA sample questions in classroom activities in order to help students understand how to:

- respond to TDA questions in essay form using with complete, thought-out answers; and
- use good test-taking strategies.

## Student Practice and Test Preparation

Students may perform better and with less anxiety if they are familiar with the format of the test and with the types of questions they will be required to answer. All students should have the opportunity to practice with the Online Tools Training (OTT) to work with the item types and tools they will encounter on the exam within the online testing system. The OTT includes a sample TDA.

While using this TDA Sampler for test preparation practice, care should be taken that this is done in a **balanced manner and one that helps to enhance student knowledge of subject matter** as well as test performance. It is not recommended that excessive time be spent prepping students for any item type. TDAs measure specific standards and therefore should be incorporated into day-to-day classroom instruction. Additional TDA resources are available for use during instruction on the [Forward Exam Resources web page](#).

Please note that test preparation is only useful to the extent that it is also teaching content area knowledge and skills. Therefore, the use of this resource for test preparation is of limited value to students due to the narrow opportunity for content learning. It is very important to ensure that teachers are teaching to the curriculum and not to the test, as teaching to the test narrows the focus of instruction to only that content covered by the test.

## **Testing Time for the Forward Exam**

The suggested testing time for the TDA is 40-60 minutes. As the Forward Exam is an untimed test, students should be given as much time as necessary to complete the TDA within reason. It is strongly recommended that the TDA be administered first thing in the morning, allowing students ample time to complete their essay without having to return to it another day. Students should not be writing the TDA for several hours so please make sure students are making progress and completing the TDA in a reasonable amount of time.

# Sample Items

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Each TDA is displayed with a scoring rubric and examples of student responses with scores and annotations.

## Directions

On the following pages are the reading passages and corresponding TDAs.

### **Directions for Text-Dependent Analysis (TDA) Questions:**

The ELA TDA question will ask you to analyze the passage and use the evidence from the passage to write a response.

For the TDA response:

- Be sure to read the passage or passages and TDA question carefully.
- Review the Writer's Checklist to help you plan and organize your essay.
- You may look back at the passage to help you write your response.
- Be sure you have an introduction, supporting paragraphs, and conclusion
- Be sure to check that your essay contains evidence from the passage to support your response.
- Be sure you explain your evidence
- Be sure to check your essay for errors in capitalization, spelling, sentence formation, punctuation, and word choice.

## Passage 1

Read the following passages about taking a hike.

### Trekking the Trail

by Linda White

Finally, you're ready to take a hike. What will you see? Whether you hike in the forest, the desert, or near a swamp, you're sure to see many wonders of nature.

As you go on your first hike, don't rush. Walk at a leisurely pace. You'll soon fall into a comfortable stride. This first hike might be just to observe. Take in the sights, sounds, and smells of the area. What do you see? At each place you hike, you will see different things. Watch for bird nests, snake skins, feathers, nursery logs, mushrooms, fish, animal tracks. Soon you'll realize that much of the fun of hiking is in studying nature and much of the fun of studying nature is in the detective work. Who made these tracks? What kind of bird dropped this feather? Every good detective takes notes.

How about making a hiking journal for your trek? You can include notes on the date of the hike, weather conditions, where you are going, and a diagram of the landscape. Sketch the animal tracks you see along the creek, add a feather you found, draw the tadpole you saw in the big puddle. Maybe later you can find out how long it will be before the tadpole becomes a frog. You can also add photographs from your hike—like the chipmunk that chattered at you while you ate lunch, and your family members when they jumped into the creek.

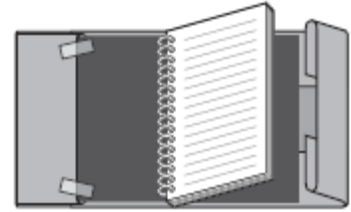
### Hiking Journal

A hiking journal can be as simple as a pocket-sized spiral notebook with a pencil attached to it by a cord. But if you cover it like you might cover a school book, with paper cut from a brown paper bag, you can decorate the journal with your favorite hiking memories.

1. Cut a piece of heavy brown paper bag or decorative paper six inches wider and six inches taller than your opened notebook.
2. Place opened notebook on the paper so there is about the same amount of paper showing on the top and bottom and on each side.
3. Mark the paper along the top and bottom of the notebook.
4. Fold the top down and the bottom up along the lines you just marked. Your paper should now be the same height as your notebook.



5. Curl the last three inches of one side forward and insert the notebook cover into the flaps created at the top and bottom. Fold neatly and tape the cover flap to the cover at the top and bottom. Do the same with the other side.



6. Decorate with markers, crayons, colored pencils, or watercolors. It's hard to decide on a design. You could draw a mountain sunset, a rainbow trout, or something of your own choosing. Can't decide? Make several.



## Hiking Stick

A hiking stick gives you something to lean on when the trail is steep or rocky, steadies you when you cross a stream, and provides something to hang onto at the end of the day when you are too tired to go any farther. Be sure to ask an adult for permission before starting this project.

1. Select a straight sturdy stick about shoulder height.
2. If you want, peel off the bark carefully. Cut away from your body, watching out for your knees.
3. Wrap the grip area with a soft leather strip to cushion your hand. Tuck ends under the wrapped strip.
4. Personalize your stick by adding designs with markers or paint or by carving patterns. Be careful.



When people share the woods with bears, one can scare the other. When hiking in bear country, it's a good idea to whistle, talk in a loud voice that can be heard a long distance, or carry a walking stick adorned with jingling bells. With a little warning, bears have a chance to depart before you even know they were there.

To make your walking stick a bear stick, tie three or four loud bells onto a cord or leather boot string. Wrap that around the grip of the stick and tie securely.

## **Writer's Checklist for the Text-Dependent Analysis Question**

### **PLAN before you write**

- Read the entire passage(s) carefully.
- Read the question carefully.
- Think about how the question relates to the passage(s).
- Organize your ideas on scratch paper. Use a thought map or outline to plan your essay.
- Plan to include multiple paragraphs in your essay.

### **FOCUS while you write**

- Analyze and explain what you think about the information from the passage(s) in your essay.
- Support and develop the ideas in your essay by using text evidence from the passage(s).
- Use correct language, a variety of sentence types, and transitions between paragraphs in your essay.
- Organize your essay with an introduction, body, and conclusion.

### **PROOFREAD after you write**

- ☐ I re-read the question and my final essay answers the question.
- ☐ I included my own thoughts and ideas in my essay.
- ☐ I included evidence from the passage(s) to support my ideas in my essay.
- ☐ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
- ☐ I used correct language, a variety of sentence types, and paragraph transitions in my essay.

## Text-Dependent Analysis Question 1

Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.



A text entry box for an essay response. The box has a blue header bar with a question mark icon. Below the header is a toolbar with five icons: a left arrow, a right arrow, a scissors icon, a document icon, and a document with a checkmark icon. The main area is a large white rectangle for writing. At the bottom left, there is a character count "0/5000". At the bottom center, there is a blue button with the text "OK".

## Text-Dependent Analysis Scoring Rubric

| Points  | Criteria  |
|---|---|
| <b>4</b><br><br><b>Demonstrates effective analysis of text and skillful writing</b>   | <ul style="list-style-type: none"> <li>Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s)</li> <li>Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</li> <li>Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion</li> <li>Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts</li> <li>Substantial reference to the main ideas and relevant key details of the text(s)</li> <li>Skillful use of transitions to link ideas within categories of textual and supporting information</li> <li>Effective use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</li> </ul> |
| <b>3</b><br><br><b>Demonstrates adequate analysis of text and appropriate writing</b> | <ul style="list-style-type: none"> <li>Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s)</li> <li>Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</li> <li>Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion</li> <li>Sufficient, accurate, and direct reference to the text(s) using an appropriate combination details, examples, quotes, and/or facts</li> <li>Sufficient reference to the main ideas and relevant key details of the text(s)</li> <li>Appropriate use of transitions to link ideas within categories of textual and supporting information</li> <li>Appropriate use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>       |
| <b>2</b><br><br><b>Demonstrates limited analysis of text and inconsistent writing</b> | <ul style="list-style-type: none"> <li>Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s)</li> <li>Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas</li> <li>Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion</li> </ul>   |





|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts</li> <li>• Limited reference to the main ideas and relevant details of the text(s)</li> <li>• Limited use of transitions to link ideas within categories of textual and supporting information</li> <li>• Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>• Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>  |
| <b>1</b><br><b>Demonstrates minimal analysis of text and inadequate writing</b> | <ul style="list-style-type: none"> <li>• Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s)</li> <li>• Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas</li> <li>• Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion</li> <li>• Insufficient reference to the text(s) using few details, examples, quotes, and/or facts</li> <li>• Minimal reference to the main ideas and relevant details of the text(s)</li> <li>• Few, if any, transitions to link ideas</li> <li>• Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>• Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</li> </ul> |
| <b>0</b><br><b>Student received the score of 0 due to one of the following</b>  | <ul style="list-style-type: none"> <li>• Completely blank response</li> <li>• Response indicates a refusal to attempt the task</li> <li>• Response is illegible.</li> <li>• Response is too insufficient to be assessed</li> <li>• Written entirely in a language other than English</li> <li>• No reference to the item or passage provided, but does not seem to constitute an intentional refusal</li> <li>• Consists solely, or almost solely, of text copied directly from the text(s) with little or no original student writing</li> </ul>   |

## Text-Dependent Analysis Sample Student Responses

Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

### Response Score 4





The author of the passage organizes the article so that you first get excited about hiking and then she tells us how to keep track of our hikes and to make a hiking stick to help on hikes. The article starts with information about hiking. The author helps us get excited about hiking and want to do it ourselves. For example she says, "At each place you hike, you will see different things" this tells me that there are many exciting things to see on a hike like birds nests and animal tracks. I would really like to find out what a "nursery log" is. The author gives step by step directions how to make a hiking journal so that we can keep track of our hikes and write down what we see on them. She tells us the steps in order so that we can make it the right way. For example, if you "mark the paper along the top and bottom of a note book" before you cut a piece of paper bigger than the journal, it won't work right. When we are hiking, the author tells us to use a hiking stick and then gives us directions on how to make our own one. She also tells us why we want a hiking stick. For example, "A hiking stick gives you something to lean on when the trail is steep or rocky." After telling us how to make a hiking stick she tells us that people put bells on them to scare away bears. . As you can see, the author organizes the article so we get excited about hiking, tells us how to do it and the we go out and hike and have a bunch of fun.

1445/5000


OK


**Annotation:**

The response effectively addresses all parts of the task, demonstrating an in-depth, analytic understanding of the text. The student analyzes the text (“This tells me that there are many exciting things to see on a hike”), effectively supporting the main idea (“The author of the passage organizes the article so that you first get excited about hiking and then she tells us how to keep track of our hikes and to make a hiking stick”). Substantial, accurate, and direct references to the text (“For example she says,” and “For example, if you ‘mark the paper along the top and bottom of the notebook’ ”) support the explanation of the importance of the author’s organizational structure. The student has a clear organizational structure, including an introductory statement, ideas grouped in a logical order, and a concluding statement related to the topic and purpose. Precise language (“directions” and “steps in order”) is effectively used to explain the topic and convey ideas. There is a sentence construction error in the fourth sentence. Few errors in grammar, usage, and conventions are present. Errors present do not interfere with meaning.

Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

## Response Score 4





The author of the passage organizes the passage to make people want to go hiking and make some things to have when hiking.


The author starts the passage by telling us that we'll see "wonders of nature" when we hike. She gives us advice and asks us questions about hiking so that we get interested in hiking. She does this by saying, "At each place you hike you will see different things," and that we should take pictures of chipmunks and our family.

Then the author tells us about how to make a hiking journal so that we can keep track of what we see and do on our hikes. To help us understand she tells us what a hiking journal is and then gives us step by step directions on how to make a nice cover for our journal. She puts it in order because if you don't do it in order, it won't turn out right. If we follow his directions, we will get a nice cover for our journal.

To help us when we hike the author tells us what a hiking stick is and how we can make one ourselves she uses steps by numbers so we can make a good hiking stick. It also makes sense because if you try to peel the bark before picking a stick how could you peel the bark on a stick you don't have yet?

In conclusion, the author of the passage organized the passage to make people want to go hiking and have good things to take with us so we really enjoy camping.

1331/5000




**Annotation:**

The response effectively addresses all parts of the task, demonstrating an in-depth understanding of the text. The student analyzes explicit and implicit meanings from the text (“telling us that we’ll see ‘wonders of nature’ when we hike,” “To help us understand she tells us what a hiking journal is and then gives us step by step directions on how to make a nice cover for our journal,” and “She uses steps by numbers so we can make a good hiking stick”), effectively supporting the main idea (“to make people want to go hiking and make some things to have when hiking”). Substantial, accurate, and direct references to the text (“we’ll see ‘wonders of nature’ when we hike,” “she tells us what a hiking journal is and then gives step by step directions on how to make a nice cover,” “She uses steps by numbers so we can make a good hiking stick”) support the main idea. The student has a clear organizational structure that effectively supports ideas: an effective introduction and transitions, ideas grouped in a logical order, and a conclusion related to the main idea and purpose. The response contains only one error in spelling (“ourselves”), and precise control of language, sentence formation, grammar, and usage is demonstrated.

Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

### Response Score: 3



The author's organization of the passage helps the reader understand the tasks by using pictures and putting the steps in order.

First, the author helps the reader by using pictures to show you how your journal or hiking stick should look like. The pictures help you understand what he is writing about in the directions. For example, so you know where to put the jingly bells if you want to scare animals.

Second, the author helps the reader by putting steps in order. Without the steps being in order, you might not be able to make a hiking stick right or cover your book right. For example, if you don't mark your paper right like in step 3 you probaly wont be able to fold it right. And you end up with an ugly cover.

In conclusion, those are the ways the author helps the reader understand the tasks.

804/5000


OK


**Annotation:**

The response adequately addresses all parts of the task, demonstrating sufficient understanding and analysis of the text. There is a clear introduction (“helps the reader understand the tasks by using pictures and putting the steps in order”), development (“The pictures help you understand what he is writing about in the directions” and “Without the steps being in order, you might not be able to make a hiking stick right”), and conclusion (“those are the ways the author helps the reader understand the tasks”). There is an appropriate organizational structure that supports the focus. There is sufficient reference to the main idea and relevant details from the text (“The author helps the reader by using pictures to show you how your journal or hiking stick should look like,” and “if you don’t mark your paper right like in step 3”). There is an appropriate use of transitions to link ideas both between and within paragraphs (“First,” “Second,” “Without the steps being in order,” and “In conclusion”). Some errors are present in punctuation (“wont” vs. won’t) and spelling (“probaly”); the errors present seldom interfere with meaning.

Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.


### Response Score: 3





The author's organization of the passage helps the reader understand the tasks by organizing the passage so that takes us through the steps one by one and show us what the steps look like. First, since the steps are in numairicle order we can make it in a way that won't be wrong. For example, if you did step 3 before step 2, the cover of your hiking journal might be folded rong. And if you didn't pick a sturdy stick like in step 1 you couldn't peel the bark off it in step 2. Next, we can see if the one we are making looks like one in the passage and we can know if it's right because there are pictures. For example, you can look at the picture of the cover in the passage and look at your's and see if it is right. And last, the same thing about the hiking stick. You would be able to tell if you made yours right by looking at the picture. Finally, those are my ways of knowing the author helps the reader understand the tasks in the project.

950/5000







**Annotation:**

The response adequately analyzes how the author's organization of the passage helps the reader to understand the tasks, thus demonstrating sufficient understanding of the text. The student analyzes both explicit and implicit meanings from the text to support the main idea ("organizing the passage so that takes us through the steps one by one and showing us what the steps look like"). Direct reference to the text ("since the steps are in numairicle order we can make it in a way that won't be wrong," "we can know if it's right because there are pictures") is provided to support the explanation. Additional and/or more specific, relevant details, examples, or quotes from the text would strengthen the analysis. The student employs an appropriate organizational structure consisting of a logical order of instructions from the passage with an introductory statement, transitions ("First," "Next," "And last," "Finally"), and conclusion. The response features errors in usage ("your's"), and spelling ("numairicle" and "rong"); however, they seldom interfere with meaning.

Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.


## Response Score: 2





The author's organization of the passage helps the reader. The first part tells you about hiking and wants us to go hiking. The second part tells how to make a cover for your hiking journal. The author uses numbers to tell what order to do stuff in and we can decorate however way we want. The last part helps you make a walking stick so you can balance and scair away bears. I like to go hike, but I don't like bears.

418/5000





**Annotation:**

The response inconsistently addresses some parts of the task, demonstrating partial understanding. There is weak analysis of the text ("The author uses numbers to tell what order to do stuff") to support the development. The response lacks relevant details from the text ("make a walking stick so you can balance and scair away bears"). The response has a weak organizational structure ("The first part," "The second part," and "The last part") and lacks a conclusion relevant to the main idea. There is limited use of precise language and domain-specific vocabulary drawn from the text to explain the topic. The response contains some errors in grammar ("however way we want") and spelling ("scair"), but most errors do not interfere with meaning.

Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

## Response Score: 2






The author's organization of the passage helps the reader learn about hiking and she thinks we should go hiking. Each thing the author wants us to do is in it's own section. For example "Hiking Journal" "Hiking Stick.

The author tells us we can decorate it whatever way we want she gives us directions on how to make a hiking stick. And there are pictures so we know what it looks like when its done. If you don't follow the directions it might be bad.

451/5000



**Annotation:**

The response inconsistently addresses some parts of the task, demonstrating partial understanding of the text. There is weak analysis of the text (“Each thing the author wants us to do is in it’s own section,” “If you don’t follow the directions it might be bad.”) that only somewhat supports the main idea. There is weak reference to a relevant detail (“And there are pictures so we know what it looks like when its done”), but even this is somewhat disconnected. The response has a weak organizational structure with a simple introduction and no conclusion. The response employs simplistic transitions between ideas. There is some use of precise language and vocabulary drawn from the text to explain the topic (“For example ‘Hiking Journal’ ‘Hiking Stick.’”). The response contains errors in sentence formation (a sentence fragment at the end of the first paragraph and a run-on sentence at the beginning of the second paragraph), usage (“it’s” and “its”), and capitalization. Some of these errors interfere with meaning.

Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

**Response Score: 1**

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↶

↷

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📄

The other puts evry idea in there own little secshuns so you can do the project and know what part too do furst. "Be sure to ask an adult for permission before staring this project."

182/5000


OK






**Annotation:**

This brief response minimally addresses part of the task, demonstrating inadequate understanding of the text. The response lacks development or a conclusion, merely providing a single idea ("The other [author] puts evry idea in there own litte secshuns so you can do the project and know what part too do furst.") There is no analysis of the text and support for the claim is not relevant (" 'Be sure to ask an adult for permission before staring this project.' "). Vocabulary is not drawn from the text, and many errors are present in grammar, usage, and spelling.

Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.


### Response Score: 1





steps that the auther wants you to do are in number order so you do them in order.  
If you don't do the steps in order you could mess up. If you dont fold the paper the  
rite way, you woodent be able to make a cover for your diarie.

228/5000





**Annotation:**

The response minimally addresses the task of explaining how the author's organization of the passage helps the reader to understand the tasks. Minimal reference to the main idea is evident, and the response does not demonstrate a true analysis of the text. References to the text are insufficient ("If you dont fold the paper the rite way, you woodent be able to make a cover for your diarie"). Minimal evidence of an organizational structure is present; there is no introductory statement or conclusion and only one simplistic transition is employed to connect the ideas ("If you . . ."). Many errors are present in spelling, capitalization, usage, and punctuation.

## Passage (set) 2

Read the following passage and folktale are about greed.

### The Greedy Dog

By Amy Peters

Once upon a time in a tiny village there was a rather greedy dog who would go to great lengths to get good food. This greedy dog was a bulldog, with a flat nose, broad paws, and big, floppy jowls<sup>1</sup>. All of the other village dogs and cats rather dreaded the bulldog's presence because of his dreadful, greedy manner, which intimidated them all.

One day, a small schnauzer<sup>2</sup> had managed to procure a juicy bone from the local butcher. The butcher had given it to the small dog, because the dog often helped watch his shop at night. The schnauzer had retreated to a quiet village alley to gnaw the bone when the big bulldog suddenly loomed over him.

"Give me that bone, little schnauzer," growled the greedy bulldog.

"No, I won't. You can ask the butcher for your own bone. I earned this one fair and square," insisted the schnauzer.

As you might have guessed, the small schnauzer was no match for this greedy bulldog. Having asked and been denied, the greedy dog simply reached over with his big, drool-filled mouth, and snatched up that bone. Before you could say, "Jack Spratt could eat no fat," that rotten dog had eaten every last bit of the juicy bone and left the schnauzer feeling sad, hungry, and mad.

Soon after, a rather puffy and fancily attired poodle went to visit the village baker. This baker rather admired the poodle's fluffy black shape and the colorful ribbons she always wore tied in bows on her topknot and tail. He also liked her friendly manner. So, when the poodle asked politely if there might be a few crumbs left over from the day's baking, the baker readily agreed to share a few of these samples with her.

The kindly baker filled a small pink bowl with the crumbs and set it outside the bakery door for the poodle to enjoy. Just then, who should appear but the greedy dog. He seemed to have a sixth sense, knowing when extra special tidbits were about to be served!

"Move aside, silly poodle," grumbled the bulldog. "I want those crumbs and I want them now."

Well, the poodle certainly did not want to share her crumbs with a dog as greedy as this one, and she also didn't take kindly to being called "silly."

"No," she snapped back. "You ask the baker for your own samples. These belong to me!"

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<sup>1</sup>Jowls—jaws

<sup>2</sup>schnauzer—a type of small dog

Having asked and been denied, the big bulldog shouldered the little poodle aside and with one bulldog bite, he finished those sweet crumbs. Licking his chops happily, he sauntered away with his bowlegged gait. The poodle was left with nothing, feeling forlorn and angry.

Not long after that, a peppy corgi<sup>3</sup> visited the town market and asked the fruit vendor for a piece of overripe fruit that was not suitable for selling. This vendor had a soft spot for the red dog and chose a handful of strawberries (that really were suitable for selling) to set down in front of the corgi, just outside the market entrance. As she prepared to eat the first juicy strawberry, who should loom in front of her but that greedy bulldog!

“Put down those strawberries,” he growled. “They are meant for me. A little dog like you has no need for such morsels. I need the strawberries to maintain my grand figure!”

“No,” barked the corgi fiercely. Though smaller than the bulldog, she was not intimidated. “I asked the vendor for the strawberries. If you’d like some too, go ask for them.”

Having asked and been denied, the bulldog leaned over with his big head and ate the bunch of strawberries—stems and all—in one crunchy bite.

Then the bulldog wandered off, satisfied with his fruity snack. The corgi, left behind, felt wistful at the memory of the missed strawberries and a little angry.

As you can imagine, the village dogs were getting quite upset about this greedy dog. They decided to hold a meeting and decide how to deal with the ever-growing problem.

They met that night by the butcher’s shop, hoping to find a stray morsel about. Dogs of every shape and size streamed in from all parts of the village to discuss the situation and to devise a plan to cure the greedy dog of his avarice<sup>4</sup>.

After much plotting and planning, a decision was made and roles were assigned to various dogs. They implemented the plan the very next day.

The greedy dog was sitting by the village fountain, wondering where he would find his next snack, when the schnauzer happened by.

“Hey, Bulldog,” barked the schnauzer. “I have a tip for you, if you’re interested in having a fat, juicy steak. The butcher is not in the shop right now. He’s home having lunch with his wife. The shop door is open, and sitting on the counter is a steak as big as your head! If you hurry, you can run into the shop and make off with the steak before the butcher returns.”

The bulldog thanked the dog, although he was a bit mystified as to why this dog, who didn’t like him, should give him such a valuable tip. “Oh, well,” thought the bulldog. “No need to think about it too long or I’ll be too late to get the steak!”

So, he trotted off from the fountain to the butcher’s shop and greedily snatched up that steak. Just as the schnauzer had predicted, the butcher was out of the shop and the door had been left open.

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<sup>3</sup>corgi—a type of small dog

<sup>4</sup>avarice—desire to have everything

The bulldog was just setting out for the woods to eat it (for he didn't want the butcher to catch him with it), when the corgi wandered by with another tip.

"Hey, Bulldog," said the corgi, "listen up! I know where you can get another steak just as thick and juicy as the one you're holding in your mouth. You'd better hurry, though, and not eat that one yet or you won't be in time to get another one."

Although the bulldog really wanted to eat the juicy steak that instant, he also wanted another steak just as fine, so he agreed to listen to the corgi's plan.

"Go over by that stream, just over the hill. When you get there, look into the water and there you'll see a dog holding a steak, thick and perfect just as the one in your mouth."

Hardly able to believe his good fortune, the bulldog loped over the hill to the edge of the babbling stream.

And, as the corgi had told him, there truly was another dog holding a thick steak.

"Oh my," thought the bulldog. "I must have that steak, too!"

Well, as you may have guessed this greedy bulldog was none too clever. He didn't realize that he was looking at a reflection of himself in the water. What he thought he saw was another dog, holding a large steak in its mouth.

Being a greedy and rather silly dog, he quickly jumped into the rushing stream to snatch the other dog's meat. Of course, the reflection vanished at that instant and he could see no sign of dog or steak.

Only then did he realize that when he had barked to frighten the other dog into dropping his steak, he had dropped his stolen meat.

Unluckily for him, the stream's current was swift and the steak had been carried away in the churning water. The bulldog was determined to find the steak so he jumped headfirst into the stream, sniffing and snorting, hoping to find a trace of the lost meat. He paddled in the stream for a very long time before finally giving up, and sadly returned to the stream's bank.

So, this greedy dog went from having one juicy steak to having none at all. And as the other village dogs had hoped, this episode did indeed teach the greedy dog a thing or two.

From that day forward, he worked hard to be kinder to the other dogs and better about sharing. Although these traits didn't come naturally to the big dog, he tried his best, and that turned out to be good enough!

Read the Chinese folktale

## **The Man and the Golden Fish**

a traditional Chinese folktale retold by Hoh Chee Bin from China

There was once a man who liked fishing. He always fished in a lake, which was near his house. One day, the man brought his fishing pole and fishing tackle and went out to the lake to fish after he had eaten his dinner.

When he reached the lake, the sky was becoming dark. There was a boat beside the lake. The man used the boat and rowed to the center of the lake. He began fishing in the center of the lake. After a while, he fell asleep.

Suddenly, the man woke up as his fishing pole was shaking. The man pulled up the fishing pole and caught a fish. To his surprise, it was a golden fish.

Even more surprising, it could talk to the man. "Can you let me go, please?" the fish begged the man.

"No, I am going to eat you," the man said.

"Please! Let me go. If you let me go, I will give you a golden rope," the fish said.

"Golden rope? Is that true? How can I trust you?" the man asked.

"You can put your fishing pole into the lake and a few minutes after, you are going to get the golden rope," said the fish.

The man listened to the fish and put the fishing pole into the lake. After he pulled up the fishing pole, he saw a golden rope attached to the fishing line. The golden rope must be very long, the man thought, because he could not see the end of the golden rope. The man was very happy and he continued to pull up the golden rope.

"Let me go now that you have the golden rope," said the fish.

"No, I won't let you go. I am going to sell you. I think someone will pay a very high price to get you," the man said. The man then put the fish into a container, which was full of water, and continued to pull up the golden rope.

As the man pulled up the golden rope, his boat began to sink into the lake but he was too greedy and still wanted to get all of the golden rope. He continued to pull it. Finally, his boat sank completely into the lake.

## **Writer's Checklist for the Text-Dependent Analysis Question**

### **PLAN before you write**

- Read the entire passage(s) carefully.
- Read the question carefully.
- Think about how the question relates to the passage(s).
- Organize your ideas on scratch paper. Use a thought map or outline to plan your essay.
- Plan to include multiple paragraphs in your essay.

### **FOCUS while you write**

- Analyze and explain what you think about the information from the passage(s) in your essay.
- Support and develop the ideas in your essay by using text evidence from the passage(s).
- Use correct language, a variety of sentence types, and transitions between paragraphs in your essay.
- Organize your essay with an introduction, body, and conclusion.

### **PROOFREAD after you write**

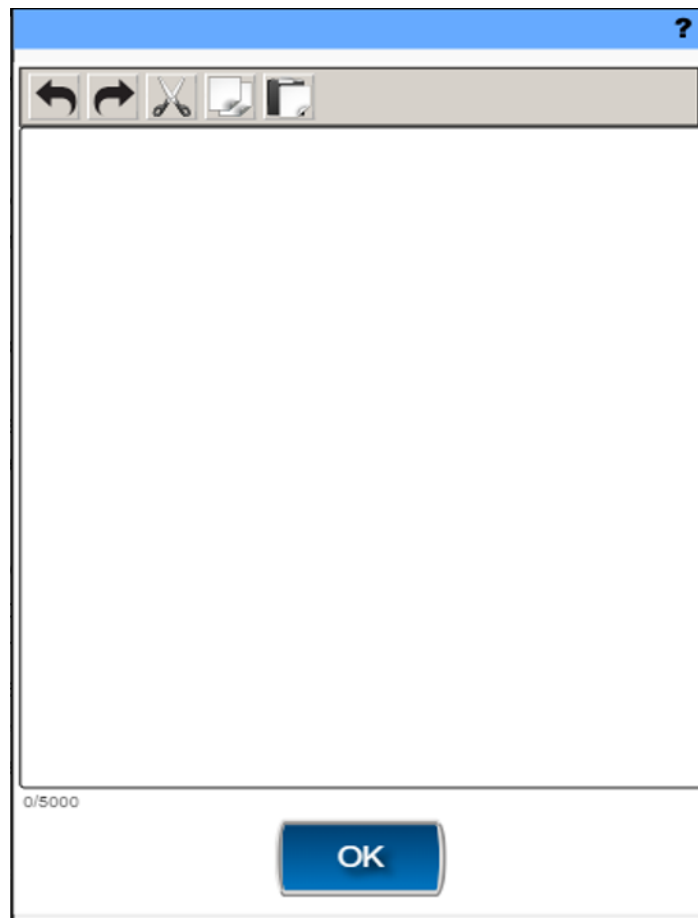
- ☐ I re-read the question and my final essay answers the question.
- ☐ I included my own thoughts and ideas in my essay.
- ☐ I included evidence from the passage(s) to support my ideas in my essay.
- ☐ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
- ☐ I used correct language, a variety of sentence types, and paragraph transitions in my essay.

## Text-Dependent Analysis Question 2

Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true.  
Use evidence from both passages to support your response.



A text entry box with a blue header bar containing a question mark icon. Below the header is a toolbar with icons for undo, redo, cut, copy, and paste. The main area is a large white rectangle for text entry. At the bottom left, it shows "0/5000" characters. At the bottom center is a blue "OK" button.

## Text-Dependent Analysis Question Scoring Rubric

| Points  | Criteria  |
|---|---|
| <b>4</b><br><br><b>Demonstrates effective analysis of text and skillful writing</b>   | <ul style="list-style-type: none"> <li>Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s)</li> <li>Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</li> <li>Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion</li> <li>Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts</li> <li>Substantial reference to the main ideas and relevant key details of the text(s)</li> <li>Skillful use of transitions to link ideas within categories of textual and supporting information</li> <li>Effective use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</li> </ul> |
| <b>3</b><br><br><b>Demonstrates adequate analysis of text and appropriate writing</b> | <ul style="list-style-type: none"> <li>Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s)</li> <li>Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</li> <li>Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion</li> <li>Sufficient, accurate, and direct reference to the text(s) using an appropriate combination details, examples, quotes, and/or facts</li> <li>Sufficient reference to the main ideas and relevant key details of the text(s)</li> <li>Appropriate use of transitions to link ideas within categories of textual and supporting information</li> <li>Appropriate use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>       |
| <b>2</b><br><br><b>Demonstrates limited analysis of text and inconsistent writing</b> | <ul style="list-style-type: none"> <li>Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s)</li> <li>Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas</li> </ul>  |




|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion</li> <li>• Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts</li> <li>• Limited reference to the main ideas and relevant details of the text(s)</li> <li>• Limited use of transitions to link ideas within categories of textual and supporting information</li> <li>• Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>• Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>   |
| <p><b>1</b></p> <p><b>Demonstrates minimal analysis of text and inadequate writing</b></p> | <ul style="list-style-type: none"> <li>• Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s)</li> <li>• Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas</li> <li>• Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion</li> <li>• Insufficient reference to the text(s) using few details, examples, quotes, and/or facts</li> <li>• Minimal reference to the main ideas and relevant details of the text(s)</li> <li>• Few, if any, transitions to link ideas</li> <li>• Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>• Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</li> </ul> |
| <p><b>0</b></p> <p><b>Student received the score of 0 due to one of the following</b></p>  | <ul style="list-style-type: none"> <li>• Completely blank response</li> <li>• Response indicates a refusal to attempt the task</li> <li>• Response is illegible.</li> <li>• Response is too insufficient to be assessed</li> <li>• Written entirely in a language other than English</li> <li>• No reference to the item or passage provided, but does not seem to constitute an intentional refusal</li> <li>• Consists solely, or almost solely, of text copied directly from the text(s) with little or no original student writing</li> </ul>   |


## Text-Dependent Analysis Sample Student Responses

Read the statement about greed. “One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true.  
Use evidence from both passages to support your response.

### Response Score: 4





Both passages show the statement “one who is greedy always wants more” to be true by the actions of the characters. The greed dog steals whatever food he sees and the fisherman is greed about wanting as much golden rope as possible.

The greedy dog wants all the food he sees but doesn’t want to work for it, he only takes it from other dogs. The other dogs did something good to get the food and the greedy dog just stole it from them. For example the schnauzer got the bone from the butcher shop at night. He says “I earned this one fair and square.” But the greedy dog just stole the bone and ate it himself. It was the same with the corgi and the poodle. Each of them asked for their treats and because the baker and fruit vendor liked them, they got what they asked for, but the greedy dog just took it from them without earning it himself.

Because the other dogs know that the greed dog will “always want more” they plan to trick him so he’ll stop stealing their food. They know he is not very smart, so they tell him about a dog near the river with another steak. Sure enough, when the dog saw his reflection in the water holding a steak, he got greedy and tried to get that one too.

But the steak he already had fell out of his mouth when he tried to get the other steak and he ended up with nothing. The good news is he learned a lesson and was nicer to the dogs after that. Now they don’t have to worry about getting their food stolen.

The passage about the Fisherman also shows the statement to be true because the man could have been rich with the golden rope that the fish offered him to let him go. But he was greedy and wanted more so he decided he was going to keep the rope and the fish because someone would pay good money for the fish too. Because the man was greedy he wanted more and more golden rope.

He ended up losing the fish and the rope and his boat because it sinks into the lake because he pulled too much rope onto the boat. (Gold is



heavy.)If he was smart he should have sold the golden rope and kept the fish to make more golden rope so he could sell more rope. It is a lot like the goose and the golden egg. A golden egg is worth something, but the goose that lays more of them is worth more than one gold egg.

In both passages, the statement that “one who is greedy always wants more” is demonstrated by the actions of the characters and the lesson that being greedy is not good.

2049/5000

OK

**Annotation:**

In this response, the student effectively addresses all parts of the task, demonstrating indepth analytic understanding of the texts. The student analyzes both explicit meanings ("the greedy dog just took it from them without earning it himself") and implicit meanings ("Now they don't have to worry about getting their food stolden" and "If he was smart he should have sold the golden rope and kept the fish to make more golden rope so he could sell more rope") from the texts, effectively supporting the main idea (that the actions of the characters in each story support the statement). Substantial, accurate, and direct references to the text ("the schnauzer got the bone from the butcher because he watched the butcher shop at night," "he tried to get the other steak and he ended up with nothing," "he decided he was going to keep the rope and the fish," and "it sinks into the lake because he pulled too much rope onto the boat") support the explanation that both passages show the statement to be true by the actions of the characters. The student uses a strong organizational structure with a logical progression of ideas that supports the focus of the response. Few errors in sentence formation, grammar, usage, and conventions are present. The student seems to have an issue with usage and/or spelling when using tenses of the word steal ("stoled" and "stolden"); however, this minor issue is not serious enough to interfere with meaning or detract from the score.

Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true.

Use evidence from both passages to support your response.

## Response Score: 4

Being greedy is all about wanting more. Not being satisfied with what you have is clearly shown in the two passages, The Greedy Dog, and The Man and the Golden Fish.

In the story, The Greedy Dog, the bulldog is a very greedy animal. He wants to have everything that the other dogs have. The author showed us this when she gave so many examples of how the bulldog stole food from the other dogs. He kept taking more. First, he took a juicy bone. That wasn't enough. Then he took some crumbs, and finally a juicy steak. Also, the way that the other dogs really were supposed to have what he took shows how greedy he is, because it is really greedy to take something from someone when you know that they earned it or were given it as a gift.

In the story, The Man and the Golden Fish, the fisherman is a very greedy man. The Chinese folktale is all about being greedy and wanting more. The man is so greedy that he breaks his deal with the magic fish. Keeping a deal shows honesty and not keeping his promise to release the fish shows how selfish the man is. Also, he not only breaks his promise to the fish, but he probably loses his life because he isn't willing to give up some of the golden rope. When he keeps trying to get all the rope, it makes the boat sink. That is a true sign of greediness when you would rather sink into the lake than give up some golden rope.

“One who is greedy always wants more.” As you can see, both passages were about wanting more.

1459/5000

OK

**Annotation:**

In this response, the student effectively addresses all parts of the task demonstrating in-depth analytic understanding of the texts. There is thorough analysis of explicit and implicit meanings of texts (“Not being satisfied with what you have...,” “The author showed us this when she gave so many examples,” “because it is really greedy to take something from someone when you know that they earned it,” “keeping a deal shows honesty,” and “That is a true sign of greediness when you would rather sink into the lake than give up some of the golden rope”) to effectively support claims, opinions, and ideas. The response includes substantial, accurate, and direct reference to the texts, indicating an effective understanding of the role greediness plays in both stories. There is a strong organizational structure with an effective introduction, development, and conclusion as well as transitions to link ideas between and within paragraphs. There is effective use of precise language and domain-specific vocabulary drawn from the text.


Read the statement about greed.


“One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true.

Use evidence from both passages to support your response.

## Response Score: 4





What is greed and who has it? Greed is when you are not happy with what you have, and so you want to have more.

This problem of wanting more is shown by the greedy dog who just wanted what everyone else had. All of the other village dogs and cats dreaded the bulldog's presence because of his greedy manner. He never seemed to be satisfied unless he was taking the food from another creature. Poodles and schnauzers and corgis were all victims of his greed.

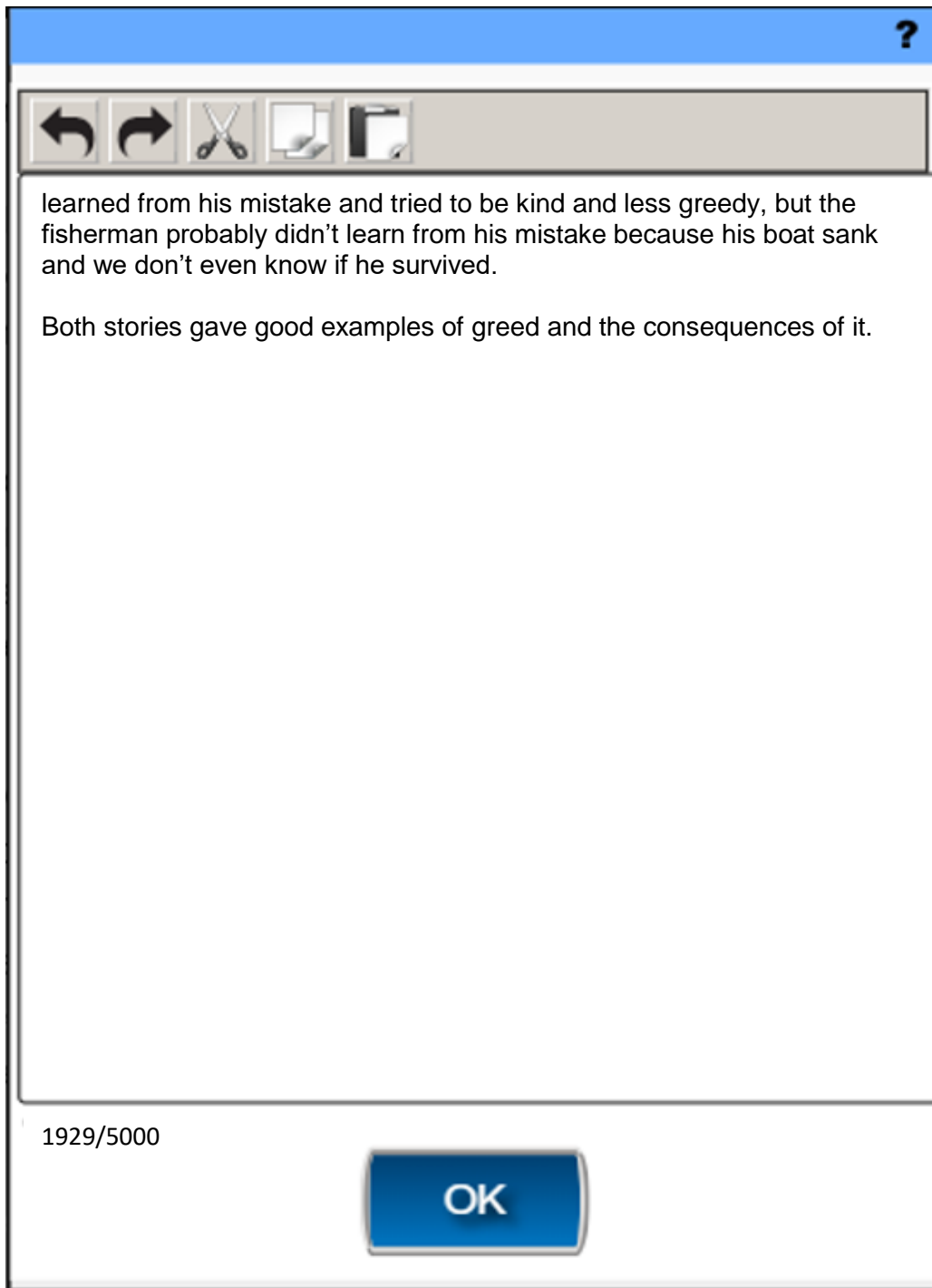
The passage, The Greedy Dog, had many examples of the bulldog stealing food from the other animals which showed his greed and avarice. Then one day the other animals got together and came up with a plan to trick the bulldog into seeing how his greed would get him nothing. It worked. The bulldog was fooled by his reflection into trying to get two pieces of meat instead of one which made him fall into the water and made him lose the meat.

That was a good trick because he saw how the greed was a bad thing. It made him lose what he wanted. The passage showed that one who is greedy wants more.

The folktale of The Man and the Golden Fish showed greed too. A fisherman caught a gold fish and he made a deal with the fish that he would free him if he got a golden rope. The fisherman was so greedy that he broke the deal and kept the fish and tried to get all the golden rope. But, the rope was so heavy that it made the boat sink. Instead of cutting the rope the fisherman wanted all the gold, and lost everything, just like the dog lost his meat.

They were both very greedy. The dog lost his meat and the fisherman sank his boat.  
These are two examples of greed.

The difference between the greed in the two stories is that the dog





**Annotation:**

In this response, the student effectively addresses all parts of the task demonstrating in-depth analytic understanding of the texts. Thorough analysis of explicit and implicit meaning from the texts (*"Greed is when you are not happy with what you have," "the problem of wanting more is shown by the greedy dog who just wanted what everyone else had," "Poodles and schnauzers and corgis were all victims of his greed," "because he saw how the greed was a bad thing," "The fisherman was so greedy that he broke the deal," "Instead of cutting the rope the fisherman wanted all the gold, and lost everything, just like the dog lost his meat," "the dog learned from his mistake," and "the fisherman probably didn't learn from his mistake"*) effectively supports claims, opinions, and ideas. Substantial, accurate, and direct reference to the texts (*"the bulldog was fooled by his reflection," "A fisherman caught a gold fish and he made a deal with the fish," and "The dog lost his meat and the fisherman sank his boat"*) is evident, indicating an effective understanding of how the greediness of both the dog and the fisherman exemplify the quote. The response has a strong organizational structure with effective introduction, development of ideas, and conclusion as well as skillful use of transitions (e.g., *"Then one day"* and *"Instead of cutting the rope"*) to link ideas. There is effective use of language and domain-specific vocabulary drawn from the text. The response has an error in spelling (*"golen"* for *golden*) that does not interfere with meaning.

Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true.

Use evidence from both passages to support your response.

### Response Score: 3

Greedy people are never satisfied just with what they have, they always want to have more. That is the meaning of the statement.

In the story about the greedy dog, the other dogs are tired of the greed bulldog always stealing their food because he is so greedy. So they came up with a plan to teach the dog a lesson by tempting him with the idea of two steaks instead of just one. In order to get the other steak the dog had to let go of the one he had and it floated away in the lake. Because the one he saw in the water wasn't even real, he ended up with nothing. If the dogs hadn't come up with the plan the bulldog would still be greedy and wouldn't learn a lesson and they would still have to deal with him stealing their food. So it is a good thing.

In the Chinese Folktale, the fisherman get greed when the fish he caught offers him a reward for letting the fish go but he decides that he wants the gold rope and also won't let the fish go. His greediness makes him decide to sell the fish so he can get a lot of money for it because someone might want a fish that can make gold. That is very greedy. The fisherman also kept being greedy about the rope. His boat sunk and now he doesn't have the fish, the rope or his boat, so he probably learned his lesson too.

These are two examples of how greedy people or dogs are never satisfied with what they have, they always want to have more.

1390/5000

OK

**Annotation:**

In this response, the student adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. The student analyzes the text (“they came up with a plan to teach the dog a lesson,” “If the dogs hadn’t come up with the plan the bulldog would still be greedy,” “greediness makes him decide to sell the fish so he can get a lot of money,” “If the dogs hadn’t come up with the plan the bulldog would still be greedy,” and “His boat sunk and now he doesn’t have the fish, the rope or his boat, so he probably learned his lesson too”). The response features an introduction and conclusion (albeit simplistic ones) and the mostly separate development of ideas relating to each passage. The student largely opts to analyze each passage on its own terms; however, a comparison that addresses the idea that both passages feature characters who are so greedy that they are taught a lesson can be inferred. There is sufficient reference to the main idea and relevant details from the texts (“tempting him with the idea of two steaks instead of just one,” “the one he saw in the water wasn’t even real,” and “the fish he caught offers him a reward for letting the fish go”). Few errors in sentence formation, grammar, usage (“sunk” for sank), and conventions are present and those do not interfere with meaning.

Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true.

Use evidence from both passages to support your response.

### Response Score: 3

“Give me that bone, little schnauzer!”, “Move aside, silly poodle!”, “Put down those strawberries!”, “I am going to eat you!” When you are greedy you just want more.

The Greedy Dog was not satisfied stealing from just one dog. He had to steal from alot of dogs. This happens to people and dogs who are very greedy. They need to get more. When the greedy dog took the bone from the small schnauzer he didn't care that the little schnauzer had earned his bone fair and share. He was just so greedy that he took it. Also, when the baker gave pink crums to the poodle to enjoy the greedy dog just took that because he wanted more even if the baker had given the crums to the poodle. And finally, when the fruit vendor gave strawberries to the corgi dog, the greedy dog stole them just because he wanted more. He was so greedy that he didn't think about being kind until all the dogs got together and came up with a plan that tricked him to help him understand that it is not good to be greedy. The greedy dog went from having one juicy steak to having none at all becuause he tried to get more when one should have been enough.

“No, I won't let you go.” The fisherman was so very greedy that he wouldn't let the golden fish go even though he promised the fish that he would. He had a lot of golden rope, but he wouldn't let the fish free and he kept pulling on the rope because nothing was ever enough for him. He wanted more. He was very greedy and his boat sank.

Both passages talk about being greedy and gave examples of someone being greedy.

1539/5000

OK

**Annotation:**

In this response, the student adequately addresses all parts of the task demonstrating sufficient analytic understanding of the texts. There is clear analysis of the texts ("The Greedy Dog was not satisfied stealing from just one dog. He had to steal from alot of dogs," "he didn't care that the little schnauzer had earned his bone fair and share," "he wanted more even if the baker had given the crums to the poodle," "he didn't think about being kind untill all the dogs got together and...tricked him," "becuause he tried to get more when one should have been enough," and "because nothing was ever enough for him") that support the student's ideas. Sufficient, accurate, and direct reference to each text is made indicating a clear understanding of the greediness of both the dog and the fisherman. There is some unevenness in the response in that the first passage, "The Greedy Dog," is more clearly supported and analyzed than the second passage, "The Man and the Golden Fish." Also, the student's interpretation that the man promised the fish that he would let him go is not entirely accurate. The man never actually makes such a promise; however, the deal entailed that he would let the fish go after receiving the golden rope. The response has an appropriate organizational structure with a clear introduction, development of ideas, conclusion, and appropriate use of transitions. There is also appropriate use of language and vocabulary drawn from the text. Errors in usage ("fair and share" for fair and square and "who" for that), and spelling ("alot" for a lot, "untill" for until, "crums" for crumbs, and "becuause" for because), though numerous, do not seriously interfere with meaning.

Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true.  
Use evidence from both passages to support your response.

### Response Score: 3

The two stories show two very greedy characters. One story has a bulldog who likes to steal food from other dogs. If you are greedy you always want more and this bulldog always wanted more and kept stealing from different dogs. He didn't listen when the dogs he was stealing from told him it was their food.

The poodle told him, "You ask the baker for your own samples. These belong to me!" The greedy bulldog didn't listen and just took what he wanted because he was bigger. If he wasn't so greedy he probably could have been friends with the other dogs. He ended up losing the juicy steak and friends.

In the other story, the fisherman is a greedy man who one day caught a special fish and made a deal to release the fish in exchange for a golden rope. The fish kept his part of the bargain, but the man didn't because he was greedy! He kept the fish to sell later and pulled up so much golden rope that his boat sank. If he hadn't been so greedy then he could have freed the fish, kept his boat and sold some of the rope. That way, he would be rich, still have a boat and live happily ever after.

But when you are greedy you always want more and both the dog and the fisherman's greed made them lose things.

1208/5000

OK

**Annotation:**

In this response, the student adequately addresses all parts of the task demonstrating sufficient analytic understanding of the texts. There is clear analysis of explicit/implicit meanings from the texts ("if you are greedy you always want more," "He didn't listen when...", "He took what he wanted because he was bigger," "If he wasn't so greedy he probably could have been friends with the other dogs," "The fish kept his part of the bargain, but the man didn't because he was greedy," and "if he hadn't been so greedy then he could have...live happily ever after") that support the student's ideas. Sufficient, accurate, and direct reference to the texts is made throughout the response, indicating a clear understanding of the inherent greediness of both the dog and the fisherman. The response features an appropriate organizational structure with a clear introduction, development, and conclusion. There is appropriate use of language and vocabulary drawn from the text. The response is relatively free of conventions errors; those present do not interfere with meaning.

Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true.

Use evidence from both passages to support your response.

## Response Score: 2

Both passages show the statement “one who is greedy always wants more” to be true. I will now tell how each passage shows the statement to be true.

In the first passage, we see that the bulldog always wants what the other dogs have especially if it's food. The other dogs work for the food that the butcher and the baker gave them. The one watches the butcher shop and the other gets the crumbs because the baker like the way it looks. But the bulldog doesn't work for it he just takes the food from the other dogs. This shows that the greed dog always wants more because he keeps taking from more and more dogs.

In the second passage, the greedy fisherman keeps the golden rope and the fish he promised to let go. Even things he could have got money for the golden rope, he wanted more so he decided that he was going to keep the fish too and sell it to someone so he could get even more money. This shows that he just wanted more because he was greedy.

The greedy dog and the greedy fisherman both want more than what they already have. The dog wanted all the other dogs food just like the fisherman wanted all the gold rope. They were both very greedy.

That is how both passages show that the statements is true. I have told you how each passage shows the statement to be true.

1276/5000

OK



**Annotation:**

In this response, the student inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. There is weak analysis of the text ("*the bulldog doesn't work for it he just takes the food from the other dogs*" and "*Even though he could have got money for the golden rope, he wanted more...*") that goes beyond a literal interpretation of the text to support the development of ideas. There is limited use of precise language and domain-specific vocabulary drawn from the text to explain the topic and while there are details drawn from the text, they are only somewhat relevant ("*one watches the butcher shop and the other gets the crumbs because the baker likes the way it looks*" and "*he was going to keep the fish too and sell it to someone so he could get even more money*"). A weak organizational structure is present and transition use is basic ("*In the first passage,*" "*In the second passage,*" and "*That is how...*"). The introduction and conclusion are simplistic. The response contains some errors (e.g., "*bucher*" for *butcher*), but none that interfere with meaning.

Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true.

Use evidence from both passages to support your response.

## Response Score: 2

Both stories are about greed and wanting more. The first one is about a greedy dog who steals food from other dogs. He thinks its okay because he is a big bulldog and the other dogs are small. But the other dogs are sick of it and decide to teach the dog a lesson. They know he is greedy so they tell him about a dog with another steak he can steal. They trick him because the other dog is just his reflection in the water, but he is greedy and all he can think about is that steak so he jumps in the water after it. This helps him learn a lesson because he loses both steaks and he is good to the other dogs after that. In the folktale from china the fisherman is greedy and thinks he'll get rich. It didn't work though because he ended up sinking his boat. The story doesn't say but I hope he learned a lesson too.

816/5000

OK

**Annotation:**

In this response, the student inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. There is weak analysis of the text that goes slightly beyond a literal interpretation of the text (“He thinks its okay because he is a big bulldog and the other dogs are small” and “This helps him learn a lesson”). The analysis only somewhat supports the main idea. There is weak reference to relevant details (e.g., “the other dog is just his reflection in the water”), and even this is somewhat vague. Reference to the text is vague and uneven; there are only two generic sentences that address the Chinese folktale. The organizational structure is weak with a simple introduction and no conclusion. The response employs simplistic and repetitive transitions between ideas. There is only inconsistent use of precise language and vocabulary drawn from the text to explain the topic (“he is a big bulldog”). The response contains an error in usage (“its” for “it’s”) and capitalization (“china”), but they do not seriously interfere with meaning.

Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true.  
Use evidence from both passages to support your response.

## Response Score: 1

The dog should not have been so greedy. He could have made friends with the other dogs and they might have shared with him. When he stole that stak, he should've give some to the other dogs but he was greed and wanted another stak to eat so he tried to steal the one from the dog in the water but he fell in the water and both the dogs lost their staks. The man in the other passage was greedy too and he shouldn't have been greedy. So that shows the lesson of don't be greedy.

478/5000

OK

**Annotation:**

In this brief response, the student minimally addresses part of the task, demonstrating inadequate analytic understanding of the text. The response lacks development and a conclusion, providing only a vague sense of the events in the first passage ("When he stold that stak ... he was greedy and wanted another stak to eat"). There is only minimal reference to the second passage ("The man in the other passage was greedy too and he shouldn't have been greedy"). An attempt at analysis is made ("he should've given some to the other dogs"), but it does not support the student's claims, opinions, or ideas. The response features errors in spelling ("stak" for steak; "staks" for steaks) and usage ("stoled" for had stolen) that sometimes interfere with meaning.

Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true.  
Use evidence from both passages to support your response.

## Response Score: 1

One who is greedy always wants more. That is the statement about being greedy.

First, The Greedy Dog is a story about a greedy dog who took whatever he wanted form the other dogs in the neighborhood. He took bones and meat, and donuts and strawberries. he was very greedy. I once had a greedy dog who ate my donuts, but not my bones or strawberries! This greedy bulldog was none too clever.

Second, The Man and the Golden Fish is a story about a man who caught a golden fish when the fish told him he would help him get a golden rope if he let him go. Then the man kept the gold fish and kept trying to get more of the golden rope. I caught a fish once, but he didn't give me a rope.

Finally, One who is greedy always wants more. That is the statement about being greedy. There are alot of greedy people in the world.

One who is greedy always wants more. That is the statement about being greedy.

891/5000

OK

**Annotation:**

In this response, the student minimally addresses part of the task demonstrating inadequate analytic understanding of the text. The personal references (“I once had a ...,” “I caught a fish...,” and “There are a lot of greedy people in the world”) are not relevant to the text or task. The response includes no analysis (e.g., something beyond a literal retelling, an inference, or a relevant personal opinion/evaluation), thus making a score of 1 appropriate. There is one direct reference to the text, “This greedy bulldog was none too clever”; however, it is disconnected from the other ideas in the response. The response includes errors in conventions including spelling (“Finaly” for Finally and “alot” for a lot), punctuation, capitalization, and usage (“form” for from and “who” for that); however, these errors seldom interfere with meaning.







